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THE CATHOLIC LIBRARY WORLD

John Louis Bonn, S.J.

Are Your Books Weapons?

Bibliotherapy

Unit Reports, 1942-1943

Best Sellers

VOL. 15, NO. 1

OCTOBER, 1943

Compton Comment

RECENTLY we mailed to public libraries a twelve-page booklet explaining the purpose and functions of the Compton Fact-Index. I prepared both the booklet and the accompanying letter, and so took it for granted that every librarian knew that the Index was a part of Compton's Pictured Encyclopedia that I forgot to say so. Of course, many librarians in administrative positions do not use Compton's frequently and so are unacquainted with all of its features. Consequently, I received about twenty letters from librarians who either ordered copies of the Fact-Index or asked for information about prices. My confidence in my ability as a publicist has therefore been somewhat shaken, and the next time I prepare a publicity booklet and letter, I am going to try out the copy on some librarian who has never seen a set of Compton's—*if* I can find one.

After schools begin, we are going to mail the booklet to school librarians with a *new letter*, and if some school librarian thinks the obvious is being stressed by a statement that the Fact-Index is a part of the encyclopedia, I am going to send her photostatic copies of some of the letters resulting from the earlier mailing.

A MANAGER in a mid-western state recently sent in a five-set order from a school in a small city. He said that the president of the school board had been opposed to buying an encyclopedia until after the war. Subsequently this board member learned that his daughter, a high school freshman, was being sent daily by her teachers to the Public Library for information which could be found only in Compton's. Whereupon he decided that it was only fair to the boys and girls in school to supply sets of Compton's without further delay.

* * *

THE public library is, and probably always will be, in a bad spot. The average taxpayer, gun-shy because of a few bad experiences, has developed a congenital suspicion of public officials, their claims and their budgets. Regarding the library as a public institution, as indeed it is, the taxpayer usually concludes that if it asks for ten dollars, it needs five. The librarian, the most conservative and conscientious of all God's creatures, asks for five dollars when he needs ten! The result is that he tries to give the public ten dollars' worth of service for two and a half. It can't be done—I know for I have tried it!

L.J.L.

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General Fiction



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Contemporary Catholic Authors: John Louis Bonn, S.J.

By KENTON KILMER, Consultant in Poetry,
Library of Congress

There was a John Louis Bonn who for forty years was organist of St. Vincent Ferrer's Church in New York. His brother, Eugene Bonn, is well known as a composer for the organ. The son of John Louis Bonn the organist is John Louis bonn the pianist and composer. He is on the overseas staff of the University of London, and is recognized as the best living authority on classical Greek music. He was the composer of the music used for the Boston productions of Antigone, Hippolytus and Ion, as well as the Holy Cross production of Oedipus Coloneus. His wife, Katherine Somers Bonn, was a concert and oratorio soloist, a student of Marianna Brandt. She was the only American admitted to Franz Josef's Royal Choir in Vienna, and was well known in Europe as well as at home.

Their son, named, in the family tradition, John Louis Bonn, was born in Waterbury, Connecticut, on October 23, 1906. He says of himself, "I am a shoemaker's son without shoes, for I have no voice to sing with and have never had time in the Society to practice piano." Yet the musical tradition of his family is not lost in him—only transmuted into the music of words. In his poetry one can feel the rumbling bass notes and hear the rich harmonies of his grandfather's organ, and one can hear also the delicate, precise melody of the Grecian pipe, and the warm humanity of a singing voice.

Young John Louis, his parents' only child, entered the Society of Jesus on July 30, 1923, when he was sixteen years old. He was the first novice in the Jesuit Novitiate of Shadowbrook, Lenox, Massachusetts. Later, he studied at Weston, and after ordination took some courses at Harvard. His tertianship, at Pomfret, Connecticut, completes the tale of his education. Before and after ordination, up to the present year, he has been teaching various subjects at Boston College: Latin, Greek, English poetry, graduate courses in philosophy of literature, and several courses in literary subjects, offered to juniors and seniors as electives. Also, he has been director of dramatics. Two years ago he founded the School of Drama of Boston College, and has been its dean until now. At the time of writing this, he has been chosen by the Navy as a chaplain, and is awaiting his call for training, preliminary to his being assigned a post. "Through these years that seem so scanty in the telling," he writes, "and yet were crowded with classes, and retreats, sermons, lectures, directing plays, study, keeping never more than five hours for sleep, and one *tremendous* meal a day, while it was difficult sometimes to keep the *desire* of poetry alive, it stayed. Now I feel that I am going back to it."

Father Bonn's first book was *Canticle and Other Poems*. Despite the copyright date of 1936, it appears not to have been put on the market until early in 1937.

The title poem is subtitled "A Mystical Poem of the Three Ways to Perfection". In its three sections, it gives the experience of the purgative way, the illuminative way, and the unitive way of attaining complete love of God. The other poems in the book are of widely varied natures. There are two rather long poems on Greek themes, "Narcissus" and "Hippolytus in the Moonlight", in which it is shown, with logical clarity and emotional force, that Greek legend, Greek religion, and Greek philosophy were blindly building toward fulfillment in Christianity. There are "epistles"—brief conversations with Gerard Manley Hopkins, with "Paul", and with "Stephen". In these, and in many other poems in the book, Father Bonn is concerned with the problem of bringing pain and ugliness to the service of beauty, and with the kindred problem of awakening sodden minds to the perception of beauty. There are lyrics of sorrow and of mediation, and translations from Columba of Daire, the Venerable Bede, Therèse of Lisieux, John of the Cross, and Hildebert de Lavardin. There are sonnets and lyrics of human love and its renunciation for the single-hearted service of God:

"Now do you call me Father to be kind?
Breath, stopped with me, begets no further motion.
I am the bare branch tossed in by the wind,
The flung rock and the emptiness of ocean."

His second book was *So Falls the Elm Tree*, a novel-biography, to use Father Bonn's own term for it, of Mother Valencia, who founded the St. Francis Hospital in Hartford, Connecticut. In it some of the characters are real, some composites of real people, but the story itself is essentially the truth, and fascinating as truth always is when given with plenty of well-selected pertinent details. Mother Valencia appears as a most lovable woman, full of humor, practical good sense, devotion, and a frightening determination. Her confidence in God's help for His work, that she was doing, caused her to take financial risks that terrified her bishop and sent the good people of Hartford scurrying to save her and the hospital from ignominious failure. Father Bonn's story carries her through all the crises and triumphs of her life, from her arrival in the house of cracking wet plaster and smoking chimneys, through all the emergencies of building and running and improving and rebuilding a hospital, to her death in old age, full of honors and peace and happiness. This was followed by a novel-biography of a very different, and much better known, person, Madame Elsa St. John Eckel, the daughter of the notorious Maria Monk: of her brilliant and conscienceless scheming, her strange religion, half superstition and half mysticism, her spectacular adventures and successes, and her final years of heroic devotion and self-sacrifice. This book is called *And Down the Days*, the title being taken, of course, from the line in Francis Thompson's "The Hound of Heaven", "I fled Him down the nights and down the days". Its primary interest, as the title indicates, is with the heroine's flight from Catholicism, but her fantastic career in finance and politics and society provides a most absorbing secondary interest.

A verse-play, "Jeremias", has been produced at least twice, and was scheduled for production by the Federal Theater just as the life of that agency was cut short. It has not as yet been published,

nor have I been able to obtain a copy, so that all I can do is simply to indicate its existence. It is said to have been mimeographed or otherwise reproduced by the Federal Theater, presumably for the cast or casts scheduled to act in the play. That, with some other work of Father Bonn's, in existence but not yet published, prose and verse, must remain, for those who wish to read further, a flickering hope.

Father Bonn's concern, in all his writing, is with the emotional and intellectual fundamentals of human life: man's relation to God; his relation to other men; and his relation to the physical world. As a Jesuit, he is of course a scholastic philosopher and theologian, and his work is built on the sure foundation of the combination of Greek art (a love for which was undoubtedly instilled in him by his father) and the philosophy that stems, through Saint Thomas Aquinas and the other great mediaeval philosophers, from Aristotle and his teacher Socrates. He has the rare ability to portray virtue as difficult and intensely interesting; and to write with a definitely moral and religious purpose without thereby endangering his artistic integrity. An example in point is the poem "Absolution", a completely religious poem, and altogether edifying—a poem that might appropriately be used as a meditation during a priest's retreat—yet a satisfyingly beautiful poem, considered entirely apart from its religious nature, and one that an atheist might read with full enjoyment and appreciation. "Canticle" is another such combination of beauty and religion, but I choose "Absolution" as a particularly striking example, as it deals with a specific sacrament of the Catholic Church, and with that one to which greatest objection is made by enemies of the Church. Both *So Falls the Elm Tree* and *And Down the Days* are spiritual histories—works of definitely moral and religious purpose — and similarly attain beauty with the left hand, as it were, while doing good with the right. *And Down the Days* has, beyond these successes, achieved something of a popular sale, not too usual a fate for a work of either beauty or morality.

The style of the two prose books is easy, lucid, and varied in effect according to the changing scenes and episodes of the stories. In general it is a thoughtful and thought-giving style, and a large part of each book is told through the thoughts and memories of various characters in the stories. This is not an easy method to handle without affectation or confusion, but Father Bonn handles it with such skill that the reader slips quite unnoticeably into the mind that is being quoted, and out again into objective fact or into another mind without a jolt.

In the poetry many strong influences are apparent, but not as influences appear in most poets, making the influenced poem seem a lesser work of the master. Rather it appears to me, where Father Bonn's poem strongly resembles the work of any one poet, that it resembles only the best of that poet. For instance, to take a brief passage rather than a complete poem, there is a stanza of "Canticle" that vividly reminds me of Coleridge:

> *"It came upon that subtle word*
> *Unloosed as with a charm,*
> *A sound as of a singing bird*
> *So sudden soft and warm.*
> *It was the mystic stars I heard*
> *All singing as they swarm."*

In feeling and music, the kinship between this and the passage in "The Rime of the

Ancient Mariner" in which the albatross fell from the mariner's neck, is sufficiently clear—and it is notable that that passage is one of Coleridge's finest achievements in poetry. Similarly, something of the flavor of Blake's best and simplest songs is in "Proem". Keats and Shakespeare do not appear in any identifiable passage, except for a Shakespeare echo noted below, but Father Bonn has their calm sureness of utterance, the inescapable rightness of phrasing that characterizes these masters of English poetry, at their best. Father Hopkins is of course deliberately imitated in the epistle supposed to be his answer to Father Bonn's epistle to him:

"To Bonn from Hopkins: No, not these,
The flame-bent boughs of the branching trees,
The fruit, the flower, the bud's desire
Have crowned my life, nor the breathing fire
Of the frail stars builded its diadem,
But the pain, ache, prick of the pierce of them
Have cut the garland that I found,
Since, when my sudden fingers bound
These thorns of beauty to my brow,
I knew, beneath the sunny bough
How bled the nights that bore this hour
That breathes with the leaf and blooms with the flower."

A major influence, as suggested earlier in this account, is that of Greek civilization in general: Greek music, Greek art, Greek thought. The influence appears distinctly, of course, in the poems on Greek themes, "Narcissus" and "Hippolytus in the Moonlight". But I think it is traceable, too, in the faultless quality of his style. It is like Greek architecture, evenly balanced, and, even when exuberant and overwhelmingly emotional, kept as measured as a Corinthian capital. As with the Greeks, however, simplicity is the rule with Father Bonn, and the ornate Corinthian capital appears seldom. Greek music can be traced in his almost complete avoidance of anything like a dissonance, and frequently in the delicate precision of his song, like unaccompanied fluting, as in "Recessional":

"On a morning early.
Morning of strange bloom
Through the frost's white lilies
From this empty room

Bear his broken body
A little way along;
Bear away the beauty
Of his spent song."

Elsewhere, Father Bonn shows his mastery of the heavier rhythms and deeper notes of the organ, as in "Poets", of which I quote a few lines:

"When caught with frost the grasses stand
And creaking wheels go down the rut,
When red is the cheek and blue the hand
And ice shouts under the frightened foot . . ."

The echo of Shakespeare's song, "When Icicles Hang by the Wall", is easily perceptible, but more as one cold winter day echoes another cold winter day than as one poem echoes another.

But though it is fascinating to trace echoes, derivations, and influences, it is really only an academic pastime, and is dangerous in that it may give the false impression of a lack of originality. Father Bonn, like all other poets, owes a great deal to the general body of English poetry, and others to come after will owe much to him, as an important member of that body. It is, in fact, largely in a tone of freshness and originality that he re-

sembles the great poets at their best. He has the Chaucerian and Shakespearean independence that makes any style and any matter his own, if he chooses to use it.

Quoting from Father Bonn's poems is unfair to him, and to the reader, as the poems are not, as so many other people's poems are, filled with splendid lines and brilliant passages. They are so melodically continuous, so architecturally put together, that to take out a fine line or passage and set it aside for particular admiration is like making a flute solo of a few bars of a symphony, leaving out preceding and accompanying music, or putting the carved keystone of a Roman arch by itself on a museum shelf. Each line owes at least half its effect to preceding and following lines. Also, almost complete flawlessness, one of Father Bonn's greatest merits, cannot be displayed by any number of selected excerpts. Quotation, therefore, obscures his excellence to some extent; and, the finer the quotations seem to the reader, the more is he deceived, since he cannot be expected to imagine how its effect may be magnified when it is taken in conjunction with the rest of the poem to which it belongs. It is a temptation not merely to quote, but to follow, the concluding line of one of these poems: "Or all—or none".

Yet some quotation is necessary, if only to prove that specific comments made here are not entirely off the track, and quotation of the complete book, or even of any one of the long poems, would surely be frowned upon by *The Catholic Library World*. Therefore I shall sompromise, and add to the one complete poem already quoted, "Recessional", one other poem, a sonnet, complete in itself though it is the concluding sonnet of a sequence. It is chosen as a vigorous statement of the basic meaning of Father Bonn's poetry—a war cry of confidence in the resurrection and union with God.

"When I put off this flesh that also owed
Something to living earth, then let it be
That blue hard veins and breast's chalcedony
Crumble to dust that drifts upon the road;
Nor be this all, but build my flesh to food
For worm and moth till it return to Thee;
From all that lives and breathes, oh, gather me,
From blood of warriors and the horned toad.

"For since the snake unwinds his outworn sheet,
The valiant waken on the blasted plain,
O chrysalis-shroud from which the wings come hither,
O terrible hour, O dear and brave defeat,
If spring shall breathe again amidst the rain,
Then let the branch fall, and the leaves wither."

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Canticle and Other Poems. Boston, Bruce Humphries, 1936. 106p.

So Falls the Elm Tree. New York, Macmillan, 1940. xx, 287p.

And Down the Days. New York, Macmillan, 1942. 306p.

Jeremias (verse play, probably mimeographed, place and date unknown).

Are Your Books Weapons?

By Richard James Hurley, Chairman,
National Catholic Book Week,
Catholic University of America

On the attractively, lithographed poster Bruce Publishing Company has prepared for National Catholic Book Week, November 7-13, is the 1943 slogan: "Books are Weapons". The boy studying at his desk finds the pages illuminated by the pure light pouring from the crucifix above him. With the ideas gained from worthwhile reading he will, like the knights of old, go forth to battle the ills that beset the world. Catholic ideas and ideals gained from reading Catholic books, magazines, newspapers and pamphlets will be employed upon the mind as bullets and bombs are upon the body. Yes, books are weapons and must be used as such if Light is to conquer Darkness. In these critical days we have three major obligations and the unborn generations will measure us in our abilities to fulfill these obligations. First, we must supply constructive, accurate and timely informational reading. For what are we fighting and dying? What are the issues involved? Why is this nation going through the agonies of another war? This must be made clear to the people using our libraries—school, college, parish, central or otherwise. Second, we must inspire our readers and insure that the morale of the home front is kept high. The determination to achieve victory, to triumph over the forces of evil, to win the peace as well as the war must be strengthened and perpetuated. Third, when the world is so much with us, we need to occasionally retire within ourselves, to gain new perspectives and replenish our overworked nerves with recreational reading. Information, inspiration, recreation—necessities for a stable world. In our fight to establish this "brave, new world" our main weapons will be books.

Every library, regardless of its location and purpose, will need its own pattern of activity. The girls at St. Rose School in Washington are sitting down to a Book Week dinner. The auditorium has been given a fairy touch with crepe paper from which hang book jackets and balloons. In each corner of the room is a cut-out cardboard scene from a book, including such varieties as *Uncle Tom's Cabin* and *Idylls of the King*. The girls are dressed as book characters in preparation for a Catholic Author Quiz which will feature the party. The menu is made in the form of a book with such entries as "Ivanhoe" potatoes, "Nobody's Girl" onions, "Slippy McGhee" butter, "So That's That" jello and concludes with an intriguing dessert "The Crisis". After the Quiz the first year students present "A Library Fantasy" taken from the *Catholic School Journal* (November, 1940) and written by Sister M. Theophane, S.S.J. In the grand parade of book characters that end the party Mr. Chips and Pinocchio win the prizes. And thus another Book Week comes to a

pleasant conclusion. At our Lady of Mercy Academy in Pittsburgh, the Book Club is presenting "Fictionville, A Rehersal" at the Book Week assembly. At Providence High School in Chicago the literary committee of the Sodality of the Blessed Virgin is giving an "Author Forum" in which Catholic authors, impersonated by students, speak of themselves and their works. At St. Andrew School in Roanoke, Virginia, the class in the Use of Libraries and Books has charge of the observance. They are busy arranging bulletin boards in library, hall and classrooms; setting up exhibits in the library, holding story-telling periods in the primary grades and teaching other pupils to know their library. In the auditorium all grades are presenting playlets from the *Wilson Library Bulletin, Grade Teacher* and *Catholic School Journal.* The pastor and children's librarian from the local public library give talks and later are guests at a silver tea. At Stella Niagara Normal Elementary School the children begin early in October to write publishers for loans of books for exhibit. An Adventure Map and Author Map are designed, a Hobbies corner decorated, a Mother Goose nook fitted up by the primary group. And so the parade of Book Week activities continues.

The colleges play an important part, even though we may have thought of the celebration as being for children. At St. Mary College, Xavier, Kansas, we have the Literature Committee of the Sodality arranging for a daytime all-school assembly for an evening. Book talks, dramatizations and reviews are given by other groups. Displays include the selections of various Catholic book clubs, the Bible, Catholic literature in translation and in foreign languages, autographed books and rare and unusual books and manuscripts. Convert authors, Catholic poets, members of the Gallery of Living Catholic Authors, Kanas authors and other groups are publicized. At Mundelein College, Chicago, National Catholic Book Week is a tradition for the Library. On the opening day a tea is given for the faculty with a carefully arranged display of books designed to embrace each department. A faculty literary contest—jumbled authors and titles, Shakespeare titles, geographic location of books—provides fun and reason for a prize. Souvenirs in the form of book marks or small calendar note books are distributed as well as *De Libris* — a book-news-sheet written by the library faculty. Similar activities are given for the students. At Mount St. Agnes Junior College, Baltimore, six students spoke in a panel discussion on as many subjects—a project sponsored by the Sodality. A list of interesting Catholic books and a reproduction of the 100 best books suggested by Father Thornton in the December, 1940, *Catholic Digest,* were distributed to students. Exhibits in the library round out the program. A typical junior college program is that of Immaculata Seminary in Washington. The two parts consisted of an assembly program and a tea. At the assembly a student forum discussed contemporary Catholic authors, gave book talks and listened to a professor from a nearby library school. At the tea an author spoke informally on books from a Catholic viewpoint.

Public libraries have a place in our scheme of things. At the Carnegie Library in Oklahoma City is a special day during Book Week called "Catholic Book Week Day". On that day the latest or most interesting books by Catholic authors are displayed along with magazines. Bishop Kelley sends autographed books

and in 1942 beautiful illuminations by a talented Catholic artist. The *Southwest Courier* gave front page publicity and carried photographs of the event. Lists were distributed—a typical public library approach as in Washington, D. C., where the *Victory Book List* was widely distributed. On the special day priests visited the library, the nuns brought classes from school and the results showed themselves in increased reading and purchasing of Catholic titles. Of course, the *A Catholic Book List* compiled by Mrs. Ann Hough of this library is an example of fine co-operation between public libraries and our readers.

Parish libraries and Catholic lending libraries are key points. The Catholic Action Bookshop of Wichita, Kansas, reminded its two hundred patrons of Book Week by sending a newsletter informing them of recent purchases, new members, gifts, book club selections and other items. The Philadelphia Catholic Literature Group by teas, exhibits, booklists and newspaper publicity has actively propagandized. The triple purpose of supplying Catholic reading, encouraging Catholic authors and supporting sellers of Catholic books has brought real results.

At this point one might inquire what the various units of the Catholic Library Association are or might be doing. The Pittsburgh Unit last year printed five hundred copies of an attractive poster booklist. All churches in the Pittsburgh and Altoona Diocese, all school, college and university members of the Unit and public libraries received copies. Members of the Sodality Unions placed them in book stores and book departments of large stores with the request that the poster be displayed along with the books mentioned. Thirteen titles are given and include both Catholic and non-Catholic authors. The Greater Cincinnati Unit issued a mimeographed list of suggestions including participation in the Catholic Literature Project Contest. The rules for this contest are the depicting of the spirit of Catholic Literature or a character or incident in a Catholic book by puppet, poster, booklet or otherwise. The Washington-Maryland-Virginia Unit likewise distributed a bulletin describing the activities of the local school libraries and other suggestions of value. Three radio broadcasts were arranged—two of them featuring individual talks by Father Wilfrid Parsons, S.J., and by Father Francis A. Mullin, both of Catholic University. The third was a round-table discussion of the activities of the Catholic Library Association in regard to Book Week. On the panel were the Reverend James J. Kortendick and Professor Richard Hurley of Catholic University, Mr. Phillips Temple, librarian of Georgetown and Hilda VanStockum, noted author of children's books. It should be pointed out that radio time is usually available for such purposes and the radio is one of the most potent means for communicating ideas and gaining a wide audience.

The success of Miss Lucy Murphy in Buffalo with an annual book fair and the experience in the West coast cities of Portland, Tacoma, Seattle and Spokane augur well for this type of publicity. These run from three to six days and involve careful planning of exhibits, newspaper and radio publicity and programs. At the 1940 Catholic Book Fair held at the Art Center of Spokane, four days were devoted to displays by most of the

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Bibliotherapy

By Reverend Thomas Verner Moore, O.S.B., Ph.D., M.D.,
Catholic University of America

Though the term bibliotherapy is of rather recent origin, the use of reading for therapeutic purposes antedates the printing press and goes back to the early period of manuscripts and scrolls. Over the library at Thebes was placed the inscription in Greek, "Healing place of the soul".[1]

Alice Bryan, consulting psychologist at the School of Library Science at Columbia University, says that "the term *bibliotherapy* has been used by Karl Menninger to designate the use of carefully selected books on mental hygiene for therapeutic purposes".[2] In a recent article she points out that Dr. Gordon R.Kamman defined bibliotherapy as a form of psychological dietetics[3] and holds that reading that helps in emotional adjustment may even influence physical disorders.[4]

William C. Menninger[5] has given an account of his experiences with bibliotherapy as a subsidiary method of treatment for adult mental patients. In his technique, the physician works in conjunction with the librarian to select a book that will meet the therapeutic needs of the patient. These needs are regarded as educational, recreational, and a certain necessity for help in identifying himself with the social group. Menninger feels that a specific value of bibliotherapy arises from the patient's identifying himself with some particular character and abreacting thereby his own emotional difficulties.

We may look on every hospital library as an attempt at bibliotherapy, and every time a mother selects an appropriate book for a child she is attempting a kind of homemade bibliotherapy. I remember a visit to a large English country estate. I picked up some books from a table, noticing that the binding had a paper cover on which was written: "Servants' library". I glanced through the book and noticed that they formed a sequence of stories in which the heroine was a servant girl who got into no end of trouble by stealing butter and pilfering various articles from the home in which she worked. The incident points out a type of bibliotherapeutic endeavor to be avoided.

Hospital librarians have naturally been interested in the application of bibliotherapy to the patient in the hospital. Dorothy Coachman feels that light fiction

1. "Next comes the sacred library, which bears the inscription 'Healing place of the soul'." Diodorus of Sicily, Book I, Chapter 49. *Loeb Classical Library*, vol. 1, p. 173.
2. Bryan, Alice I. "The Psychology of the Reader." *Library Journal*, vol. 64, p. 11. 1939.
3. "Can There Be a Science of Bibliotherapy?" *Ibid.*, p. 775.
4. Also, Lomerans, Esther B. "Aims of Bibliotherapy in Tuberculosis Sanatoria." *Library Journal*, vol. 65, p. 687. 1940.
5. Bibliotherapy. *Bulletin of the Menninger Clinic*, vol. 1, p. 263. 1937. The article gives a helpful list of references on bibliotherapy in hospital use, particularly in relation to mental patients.

relieves the monotony of hospital routine.[6] Elizabeth Creglow enumerates the following benefits of bibliotherapy: (1) It keeps the patient contented during his stay in the hospital; (2) it changes the patient's attitude toward life by replacing "destructive emotions by constructive ones"; (3) the patient learns how to take care of himself physically and mentally; (4) the mild physical exercise in reading is itself helpful. She points out that books should be chosen for content in the light of the patient's problems.[7]

A special type of bibliotherapy has been developed by the Delaware State Society for Mental Hygiene. It grew out of an attempt to introduce mental hygiene in the seventh and eighth grades,[8] in the hope of teaching children wholesome reactions to emotional crises, with the ultimate intention of preventing mental breakdowns later on in life. A number of film excerpts were selected and shown to the children. It was felt that "shy and recessive children were inclined to project themselves realistically into the situations presented in these short edited films, for they quickly overcame their normal reticence and participated eagerly in the general discussions.[9] The children were stimulated to discuss the situation presented, to pass judgment on the conduct of the characters, and to illustrate the problems further by recounting similar situations in their own experience. After a while the talking moving pictures were dispensed with and the children were told exciting stories or given the script of a little play, which was acted out by some of the members of the class, and then the problem presented by the playlet was discussed by the children. Here we have really a modification of simple bibliotherapy, which seems to have led to the children's airing their views on various problems and perhaps gaining valuable ideals and principles from the discussion.

The following is a list of topics which came up for discussion in these groups of seventh and eighth-grade children:[10]

The importance of friends
Personality traits of a "regular fellow"
Our inner human drives — self preservation (security); recognition (desire for approval); interest in the opposite sex; adventure
The value of facing up frankly to personal and social problems—overcoming personal handicaps
Relationships with younger brothers and sisters
The necessity of self-discipline—learning to lose gracefully
Wholesome school relationships—problems of a new pupil in school
Problems of having older relatives or outsiders living in the family
First impressions—how we look, talk, and act
The advantages and disadvantages of being timid and shy
How various types of punishment affect us
Personality qualifications for various types of vocations
Emotional problems of children in war time
Use and abuse of comic books
Emotions and their effect on behavior
The result of continued failure on personality development
Sharing our emotional problems with others

One boy, for instance, spoke of the trouble caused by his grandfather's being in the house, and that led to the voicing of a number of complaints about having old people living in the home with chil-

6. Coachman, Dorothy F. "The Therapeutic Value of Light Fiction in Hospital Libraries." *Medical Bulletin of Veterans' Administration*, vol. 9, p. 99. 1932-1933.
7. Creglow, Elizabeth R. "Therapeutic Value of Properly Selected Reading Matter." *Medical Bulletin of Veterans' Administration*, vol. 7, p. 1086. 1931.
8. Tarumianz, M. A. "How the Human Relations Classes Were Started." *Understanding the Child*, vol. 10, p. 3. 1941.
9. Bullis, H. Edmund. "How the Human Relations Class Works." *Understanding the Child*, vol. 10, p. 5. 1941.
10. Bullis, H. Edmund. *Op. cit.*, p. 8.

dren. Whereupon a little girl rose to the defense of her grandmother, and told how the latter helped her in washing the dishes and minded her little sister so that she could go out and play. "Why," she added, "my home wouldn't be at all the same without my grandmother: she's swell to us all."[11] And so a type of discussion which might have accentuated home difficulties due to the presence of a grandparent, was given a turn that showed the possible value of the grandparent to the child.

The possibilities of group therapy of a prophylactic character deriving from this type of procedure seem very promising. It is easily seen, however, that the teacher who presides over the discussion must have sound moral principles as well as great tact and psychiatric insight.

The attempt at bibliotherapy I am about to describe is based upon the fact that the mind stores ideals and principles of conduct which in due season may have a great deal to do with conduct. I say "*may* have a great deal to do with conduct", because the mind may harbor principles the truth and validity of which are recognized, but which are, nevertheless, not accepted as determinants of conduct. Thus a study in progress under the direction of my colleague, J. Edward Rauth, shows that most boys in an institution for juvenile delinquents have a stock of sound principles, but they have not always acted in accordance with their principles.

In the case we are about to present, we shall have an interesting example of how a principle of conduct was formulated in general terms and accepted as true and worth while, but promptly underwent a psychological restriction when applied to personal conduct. Furthermore, there are such things as false ideals and wrong principles, which also have an influence on conduct. Thus, a boy who was studied in a juvenile corrective institution some years ago pointed to Dillinger as his greatest hero. This false ideal had something to do with his being in a home for juvenile delinquents.

Furthermore, Dr. Rauth has found that many boys who have been in the courts for stealing distinguish very clearly between stealing from the poor, from friends, and from relatives, and stealing from some large concern like Montgomery Ward and Company. They may steal from the poor, or from friends or relatives, and recognize that it is wrong, but see nothing at all wrong in stealing from a railroad company or a large commercial firm.[12]

Principles, therefore, while not necessarily determining conduct, do at times have something to do with conduct. Sound moral principles are a *conditio sine qua non* of good conduct, but, though necessary, they do not suffice to determine conduct.

The problem arises: Can reading be used as a therapeutic procedure in dealing with the problem child? *Ex esse ad posse valet illatio.* The following case shows that it can, and illustrates a technique of procedure.

Charles was a boy of about eleven and a half years of age, whose difficulty was a certain inability to put up with correction administered by a woman (Mrs. X) who shared an apartment with his

11. O'Malley, Emily. "A Typical Human Relations Class Session." *Understanding the Child*, vol. 10, p. 13. 1941.

12. For a discussion of abnormalities of reasoning based on pathological major premises, see, Moore, Thomas V. *Cognitive Psychology*. Philadelphia, Lippincott, 1939. p. 392ff.

mother. Charles' father had died, leaving his wife with two children to support: Charles himself, who at the time he came to the Child Center was eleven year and five months of age, and Joe, aged six and a half years. The woman with whom his mother shared her apartment was an old friend of hers who was also married and had an adopted son, Jim. This woman's husband was seldom at home; but, when he was, he caused a great deal of trouble because of his drunken behavior.

The symbiotic relationships of the two families made it possible for Charles' mother to keep her children and go out to work in order to support them. But at the time that Charles was brought to the clinic the symbiosis was threatened with dissolution. Mrs. X said that Charles was rude and unreasonable and Charles' mother sided with Mrs. X, but did not know what to do or where to go if Mrs. X could no longer tolerate them.

When either Mrs. X or Charles' own mother or his school teacher corrected him, he thought he was being persecuted and unfairly treated. The other children seemed to the two women to take correction in a normal way, but Charles was hypersensitive. His mother thought that it was a hereditary trait derived from the boy's father, and feared that unless it was corrected it might make him miserable and unhappy in the future. Furthermore, she had heard that such children sometimes developed dementia praecox, and so thought it a matter of supreme importance to have psychiatric help.

Besides being sensitive to correction, Charles was continuously having trouble with his younger brother, refusing him the innocent pleasure of playing with his toys, and was very selfish, keeping his own things to himself. Furthermore, his teacher reported that in spite of being apparently bright, he was lazy and managed just to pass, though if he wanted to, he could have been at the top of his class. The teacher was entirely correct in her impression that Charles was a bright boy, for by the result in the form L of the Terman-Merrill Intelligence test his IQ was 118, and by the Arthur Performance Scale it was 116.

When one sees a problem child, one is quite likely to seek the origin of his difficulties in parental attitudes and training. The question was raised whether or not Charles had even been accepted by his father and also whether or not he had been rejected by his mother.

A whole complex mixture of family difficulties group themselves about the two ends of the axis whose extremes are rejection and overprotection. Anyone who is not sensitive to the existence of these disorders of family life will often fail to understand many family problems. But sensitiveness to one type of difficulty need not make us blind to the existence of other types. There is a tendency at the present day to lay the problems of the child squarely on the shoulders of the parents, and to attribute the abnormal behavior of children exclusively to defects in parental care and training. But there are problem children who are in some measure themselves responsible for their maladjustment, and others who, while not personally responsible for the difficulties that give rise to their abnormal conduct, can do a great deal to correct their faulty behavior.

Conduct disorders such as Charles presented are likely to arise when two families attempt to live together and the children of one mother must be left to the

guidance and control of another. The problem is *situational* rather than due to the fundamental family mechanism of rejection. Charles' mother seemed to be most affecionate toward him and had gone to considerable trouble and expense to bring him from another city to the Child Center in order to get help in his behavior difficulty.

On the other hand, had Charles' mother and Mrs. X been perfect characters, there would have been no difficulty calling forth abnormal reactions from Charles. It was Mrs. X who was responsible for the reactions of Charles. Let us turn for a moment to the history to find out why.

As the mother expressed the problem in one interview, "Well, here I am about Charles. It seems he can't get along with Mrs. X."

Why, we may ask?

Mrs. X. demanded that Charles should obey her implicitly, and when he did not she would become very angry and punish him more severly than she did her own boy. Mrs. X would tell her son to go off with Charles' bicycle without even asking Charles about it. Mrs. X demanded that Charles apologize to her son, but while he admitted that he was wrong, he would not go farther and make an humble apology. Mrs. X. when angry might slam a door in the face of Charles, or tell him, "If you don't like it here, you and your mother can move out." Or again she would preach him a sermon and tell him that she was sacrificing her life to help him and his mother.

Under such circumstances no one will be surprised to find a boy manifesting a few behavior difficulties. Nor do we need to go beyond the situation to a parental attitude of rejection in order to understand his behavior. What are we going to do about the matter? To dissolve the symbiotic home relationship would be the simplest procedure. But that should not be attempted at once. Psychiatric help may possibly be able to cope with the situation. Charles would not go through life successfully without having to deal with many more or less unreasonable individuals in positions of authority.

It was felt that an attempt should be made to adjust Charles to the awkwardness of his situation. The child was seen eight times. The visits were usually a week apart, but were interrupted for some weeks by an attack of pneumonia. While I interviewed the boy, a social worker spoke with the mother, who had brought him to the Center. Mrs. X came also for several visits; but the major element in the therapy seems to have been a change in the attitude of the child.

The treatment of the child started with several periods of play therapy. It would seem that in this case the major result of the play therapy was the establishment of rapport between the child and the psychiatrist. The second stage consisted in lending the boy a book to read. An interesting type of book was chosen, just to stimulate interest in reading. He took home at first *Men Without Fear*, by John J. Floherty. He read the book for interest only, and remembered only a number of exciting incidents. When asked what he got out of the book, he recalled only certain very lively events, but formulated no concepts, ideals, or principles which might in any way have to do with the control of conduct in general or his personal problems in particular. The next book was *Lonnie's Landing*, by C. M. Simon, which shared the same fate. I did not

want to suggest that I was trying to change his conduct by getting him to read moralizing stories. He made his own choice from among a number of books on the shelf.

I thought it was time to "sell" him the idea of reading a book from which useful principles might be derived more easily. And so, offering him a book of short biographies, *More Than Conquerors*, by Ariadne Gilbert, I suggested that he would find the life of Pasteur very interesting. He took the book willingly. When he returned the next week he said that he had found the life of Pasteur a bully story and wanted to take the book home again and read the other biographies. He said that his mother also wanted to read it. I asked him what he had got out of it. He replied: "Never to give up, no matter what happens." The answer was prompt and spontaneous.

The boy had crystallized a very important principle, though it had little apparent relation to his own fundamental personal problem. To what extent would it influence future conduct? This we did not know. However, the relation of the principle to his personal conduct, though not at once apparent, was probably very real. Charles had an ambition to enter West Point and follow the career of an army officer. He had been meeting with difficulties in school and had been giving up. If he wanted to get to West Point, he would have to be like Pasteur and never give up.

The next book given him was *The Hill Doctor*, by Hubert Skidmore. Whether because of the special character of this book, or because the patient had been sensitized to the perception of principles of conduct in literature, or both things together, Charles commenced at this point to gather ideals of conduct which, though not all accepted at once, soon commenced to dominate behavior, and the difficulties of the home situation started to clear with remarkable rapidity.

When he came in for the next interview, I recalled to his mind how he had told me that in reading the biography of Pasteur he had perceived the principle: *Never give up; keep on trying.* So I asked him whether or not he had got anything out of *The Hill Doctor.* He told me that the hill folk among whom the doctor worked always shared what they had with anyone else who came along, no matter how poor they were. Furthermore, they were always nice and kind to everyone. When the "hill doctor" was called out to see a sick man, he never gave up looking till he found him. He would find a way to cross a river and get to some house hidden away in the country.

I then asked Charles what else he had got out of the book. He said that when the doctor was a student in school someone would stand over him to make sure that he was performing an operation properly. When he was corrected he never got angry. (I might have tried to make capital here by referring to his own sensitiveness to correction, but allowed the matter to pass without comment.) The boy continued to tell me that when the doctor was in the hill country, there was no one to watch him, and he had to be careful and watch himself.

I again asked, "What else did you get out of the book?"

He replied, "Never make yourself the main attraction."

The principle was not very clearly expressed, but further questioning indicated that it meant that the hill doctor never

charged the poor very much—his fee was far less than would ordinarily be asked for a similar operation.

"What else?" I again asked.

And he told me that the hill doctor got angry with himself because he went to sleep, in spite of trying to keep awake, when he had to watch over a sick child for several hours in the night.

I asked once more, "What else?"

And he said: "That's all."

I then asked whether or not he had ever thought of putting any of these things into practice himself. He said that when he went to bed at night he kept on thinking of how the hill doctor kept on trying and trying until he got there. And that made him think of working and working until he got to West Point.

We talked then about examinations and what he would have to learn before he could get into West Point. He granted that he had not been working hard, and told me that he got his best marks in mathematics (decimals) and his worst marks in spelling. The mention of poor marks suggested the question: "Do you ever get scolded?"

He said, "Yes, my aunt and uncle (Mrs. X and her husband) often scold."

I asked "For what?"

"For teasing my little brother and taking his toys without asking him and not allowing him to play with mine."

I thought it a good opportunity to recall to his mind the principle by which the hill folk lived: sharing whatever they had with anybody whom they could help. And so I asked if the story of the hill folk didn't suggest to him that he should share his things with his little brother. And he promptly answered: "Not a bit of it."

"Why?"

"If I ever let him have anything I will never get it back."

I let the matter drop.

This is a very interesting example of a principle which the subject himself acquired by reading, and formulated in general terms; but as soon as the application of the principle ran counter to the subject's prevailing emotional trends, its logical universality suffered at once a psychological restriction that obviated any interference with egoistic drives.

I went on to ask whether he was scolded in school, and he told me that the teacher often scolded him for sloppy writing and mistakes in spelling. "It makes me mad," he said, "and I feel like hurting someone and running away."

I recalled the period in the life of the hill doctor when there was someone to point out his mistakes, and argued that it would have been rather foolish for the medical student to get angry at the surgeon for telling him the right way to do his work. He admitted the truth of this and we went on to discuss the idea of correction, and I suggested that the next time he was scolded it might be well to say, "Thank you. I shall try to do better." The boy being a Catholic, I reinforced these ethicals concepts by discussing the religious values of patience and humble endurance, and so this interview ended.

When he came for his interview the next week, the first thing he mentioned was a tense emotional episode between himself and his aunt; she had scolded him for something he did not deserve and there followed a violent emotional scene. The principles admitted as sound in the previous interview had not as yet become principles of conduct.

In spite of the apparent hopelessness of crystallizing principles to influence conduct, I returned to *The Hill Doctor*, which he was still reading. He went on to tell me how a little boy had wanted to take care of the hill doctor's horse because he loved it. The doctor thought he was too small and at first said no. The little fellow begged and so the doctor finally consented, just to make the little fellow happy.[13]

I asked, "Have you applied that principle to yourself?"

He answered, "Yes."

I asked, "How?"

"If my little brother wants to do something and I do not want him to, I should let him do it just to make the little fellow happy." And then without waiting for further questions he blurted out, "I have done this several times already."

"How?"

"He likes to sit on my bike and work the pedals. It makes him think he's driving. I used to make him get off, but now I let him work the pedals just because it makes him happy. I also let him play with lots of other things."

I ventured to remark, "That's a whole lot better than being mean."

He then told me of other principles he had got from reading *The Hill Doctor*, and we went on to talk about the quarrel with his aunt. I asked him if he had ever heard the expression, "A soft answer turneth away wrath." I explained it, and he said he was going to put it into practice in dealing with his aunt.

He then told me how he had suffered a keen disappointment the previous week. He had taken a scholarship examination for a military school and to his consternation the first element in the examination was spelling and he did miserably. We recalled how Pasteur never gave up and agreed that in life we had to be good all along the line, and so he would have to learn spelling. So he was given the name of a series of work books in spelling and of a simplified dictionary for schools, so that he could start in promptly and make up his deficiency.

After my interview with Charles, his mother came in and told me that the last quarrel with Mrs. X had almost severed diplomatic relations. So we all had a chat and Charles agreed to try to make up with Mrs. X, and I took the occasion to point out to Charles's mother that in future it would be better to sit down and talk things over with Charles rather than to scold him.

When Charles came in for the next interview, I started by asking whether he had found any more principles in *The Hill Doctor*, and he enunciated the following:

"Don't get anyone else in trouble by getting them to do what you would not dare to do yourself.

"Have patience and courage and trust in God and never give up.

"Don't bet mad at somebody because he doesn't know what you are talking about."

I asked how he was getting along with his aunt and he told me that on coming home the week before he apologized to her and she gave him a speech about how she was sacrificing her life to take care of him. So I remarked, "You could swallow that, couldn't you?"

He laughed and said, "Yes."

I asked about school and he said that he had a new teacher who like to teach arithmetic. He always got a grade of 100

13. Here and elsewhere our little patient read into Skidmore's tale more than is to be found in the text.

and helped her to correct the papers for the class. He told me that he had finished the second book in the spelling series and was learning how to spell. (As a matter of fact there had been a marked improvement all along the line in his monthly marks.) Then all of a sudden, he said, "Say, you know that trick you taught me the last time?"

I was not conscious of having taught him anything which in my language I would call a trick, and so asked: "What trick?"

"You told me," he said, "that when anybody scolded me I should say, 'Thank you, I'll try to do better.' My aunt scolded me and I tried it out on her. It worked like hot magic. She was so proud. She went out and bought Joe and me Coca-Cola and peanuts and let me stay up till half-past ten."

Toward the end of this interview he said, "Why am I coming here, anyhow?" (His mother had just brought him in without any explanation.)

So I asked, "Did you have trouble with your aunt?"

"Yes."

"Did you have trouble with your brother?"

"Sure."

"You weren't working in school?"

"No, I wasn't."

"You got down in the dumps when you were scolded?"

"Yes."

"Now you are getting along well with your aunt and your brother; you are doing well in school and don't get down in the dumps when you are scolded."

The difficulties in the interpersonal family relationships did not vanish immediately. Some months later we contacted the mother, who was delighted to report that Charles and his aunt had buried the hatchet for good and the family was living in peace. The improvement, however, was not so complete and lasting that the hatchet was never afterward dug out of its hiding-place. But the family situation was very much improved and the change was due in large measure to bibliotherapy.

A child will not, however, always get sound and wholesome principles even from a good book, or one that we might regard as at least harmless.

Jim was a boy who hated school, played truant when sent to day school, and ran away when placed in a boarding school. We attempted to initiate treatment by a little bibliotherapy and took him to our library shelf. He maintained that the only thing he wanted to read was fairy tales and so he took along *Tales from Grimm*.

He had been placed finally in a military boarding school by his mother, with the proviso that he return from school for weekends. On one of these weekends he came in to see me. He did not want to go back to school. If he did he would surely run away. It was useless to argue the matter, so I asked him what he had got out of the book of fairy tales. And he told me about the goose boy who started out in life with one goose and traded it for something better and kept on trading till in his last bargain he got the hand of the king's daughter in marriage. This, he said, proved to him that even if you are "dumb" in school you can get through life with "your own brains" and don't have to have any "school brains".

I did not raise the question whether or not real life works out life a fairy-tale, but dwelt on the fact if you have good

"own brains" you can get "school brains". And then I said, "You know I am a priest and a doctor; could I have become either one or both without 'school brains'?"

He laughed and said, "No."

Then he confided to me the secret that he himself had often wanted to be a priest. I did not discourage him, for even though an ideal is practically unattainable, it may help one to get through a difficult period. And so I said, "If that is the case, you will have to have a whole lot of 'school brains'."

I then tried to show Jim the difference between good principles and bad principles, and to get him to see that the idea of getting through life without "school brains" was after all an unwholesome principle for a bright boy like himself (IQ 107). He then told me how he had learned from one story that you should not brag, but should prove yourself worthy by what you do. This suggested the question: "How have *you* proved yourself worthy?"

Jim said, "There you've got me."

And so we concluded that he would have to make good, for as yet he had not made good.

Many other things came out in the course of this interview. We spent an hour in pleasant conversation, made possible by our discussion of the fairy tales. Jim on leaving the clinic persuaded his mother to send him to a day school. At the next visit he asked for a book of true stories about the martyrs or the saints who actually did really good and great things. So we loaned him *Quest of Don Bosco*, by Anna Kuhn.

This seems to have been a factor in bringing Jim's truancy to an end. But our chief object in mentioning this case is to illustrate the genesis of a pathological principle: A boy with common sense does not need any "school brains".

Reading is a two-edged sword. It cuts both ways. It is a matter of some importance that a child talk over his reading at times with some older person with whom he is in good rapport. Good reading will have on the whole good results, but it may every now and then not only do no more than merely amuse, but even provide pathological principles of conduct.

Many examples could be given of the way in which a child will pick out his own problem and crystallize principles governing his behavior in that problem, from a book which one might think of merely to awaken interest in reading. Thus, for instance, Richard's problem was that he would not study and would not save any part of the six dollars he made by working on Saturdays. In the course of his visits to the Child Center, the boy was given the *Iron Doctor*, by Hewes. It is an account of the work of deep-sea divers. When he came back for the next visit, I asked him what he had got out of the book. He said that divers are just like the members of a clan: everybody works together.

"Well," said I, "how does that apply to your life?"

I was not prepared for the answer, which came to me as a great surprise: "Divers work together, and I won't work with my mother when she wants me to save."

Not all reading, however, leads to the crystallization of principles of value to the individual in the conduct of his life. Much of children's literature, perhaps too tain and amuse. But even when a work

(Continued on page 24)

News and Notes

CHAIRMAN OF NATIONAL CATHOLIC BOOK WEEK

Mr. Richard J. Hurley, of Catholic University Library School, has been appointed Chairman of National Catholic Book Week which will be observed November 7-13. The appointment was announced by Reverend Andrew L. Bouwhuis, S.J., President of the Catholic Library Association, following the resignation of Mr. Charles L. Higgins of the Boston Public Library, who is leaving to join the armed forces.

Mr. Higgins actively participated in the local publicity campaigns for Catholic literature sponsored in Boston between 1937 and 1940, and he has been Chairman of the Committee in charge of National Catholic Book Week since its formation in 1940. His resignation came in the midst of preparations for this year's observance which will be keyed to the slogan, *Books Are Weapons.*

Mr. Hurley is in charge of the *Catholic Book Week Handbook* projected by the Washington-Maryland-Virginia Unit of the Catholic Library Association, and has been working in co-ordination with the national committee. As Chairman of the Editorial Board, he directed to completion the work on the *Catholic Supplement* to the Fourth Edition of the *Standard Catalog for High School Libraries,* recently published. Mr. Hurley has long been outstanding in the affairs of C.L.A. and in April, 1943, he was elected Vice-President of the Association. He has organized the elementary school libraries in the Washington area; he is the compiler of *Key to the Out-of-doors: A Bibliography of Nature Books and materials,* (Wilson, 1938); and of *Campfire Tonight,* A Handbook of Story-telling Materials, (Peak, 1940). Plans and suggestions for the proper observance of National Catholic Book Week are discussed in his article which appears in this issue.

LIBRARY SCHOOL ACCREDITED

The Board of Education for Librarianship of the American Library Association has notified the President of Our Lady of the Lake College, San Antonio, Texas, and the Director of the Department of Library Science of the full accreditation of the Department as a Type II library school, effective in May, 1943.

The vote of accreditation followed upon a visit made to the college in the early part of May by Anita Hostetter, Secretary of the Board, and Herman H. Henkle of the staff of the Library of Congress.

The school aims to meet the need for professionally trained Catholic librarians for the several religious congregations of men and women active in the schools of the South and Southwest. At the same time it provides similar preparation for librarians for secular schools and colleges. The Department is one of the two Catholic library schools that emphasize school librarianship with training on the post-graduate level. Since its inception, eighty-one students: fourteen men and sixty-seven women have been graduated. Of

these thirty-three are members of religious communities. The alumni of the school are employed in thirty-two secondary schools; eighteen public schools, including twelve in San Antonio; three county libraries; three public libraries; six are in colleges and universities, and seven are in special libraries.

A special feature of the training is the required observation of classroom teaching and of general procedures in public, private and college libraries, so as to obtain an understanding of the organization and methods of the modern school in which the library functions. Combined with the practice work, also required, the student makes first-hand experience in the integration of the curriculum and the library program in the school. Another distinctive aspect of the Department's curriculum is the course entitled "Catholic Book Collection", in which opportunity is given to apply the principles of book selection to the field of Catholic literature and to the library of the Catholic institution.

BRITISH BOOK WEEK

The A.L.A. International Relations Board will sponsor a British Book Week to be observed in public, school and college libraries from October 24-30. The October issue of the *A.L.A. Bulletin* carries full details, articles on British books, suggestions for library programs and a dictionary of sources of program materials. A poster will be available from A.L.A., priced at forty cents for single copies, seventy-five cents for ten copies.

WESTERN NEW YORK UNIT

The Western New York Catholic Librarian's Conference met at Canisius College, Saturday, September 18th, to elect officers for the coming year. Those elected are: General Chairman, Reverend Bernard Magee, Little Flower Seminary; Chairman of the Secondary School Section, Sister M. Georgis, O.S.F., Sacred Heart Academy; Chairman of the Elementary Division, Sister M. Bernice, R.S.M., St. Stephen's School; Secretary-Treasurer, Sister St. Ruth, G.N.S.H., D'Youville College; Assistant Secretary, Sister M. Grace, R.S.M., Holy Family School.

Program committees were formed to plan activities for book weeks and for monthly meetings for the year.

Reverend Andrew Bouwhuis, S.J., retiring chairman, who has given generously of his time and service for the past seven years, has earned the deep and lasting gratitude of the members of the conference for the leadership and inspiration he has given them. The spirit of librarianship and co-operation which Father Bouwhuis has built up in Buffalo merits sincere appreciation.

CATHOLIC BOOK WEEK POSTER

As a supplement to the *Catholic School Journal*, the Bruce Publishing Company are distributing a poster for National Catholic Book Week. A limited number of additional copies of the poster are available for distribution to high schools, colleges, and booksellers.

PRO PARVULIS DISCONTINUED

Members of the Pro Parvulis Book Club received with regret the notice that financial reasons have made it necessary to discontinue the fine work which has been carried on for children during the last seven years.

Miss Mary Kiely, Editorial Secretary of Pro Parvulis, will continue the publication of *The Herald* herself, thus continuing the guidance in selection of new

books for Catholic boys and girls, although the distribution of books must discontinue.

APPOINTMENTS

Very Reverend Thomas J. Shanahan, retired President of the Catholic Library Association, has been appointed Rector of Nazareth Hall Preparatory School, St. Paul, Minnesota.

Dr. Carlos E. Castañeda, University of Texas, has been appointed to serve as Senior Examiner on the President's new Committee on Fair Employment Practice, at the Office for Emergency Management. Dr. Castañeda is Chairman of the C.L.A. Committee on Latin American Libraries.

Miss Mary Kiely, Editor of the Pro Parvulis *Herald*, will conduct two courses at Catholic University Library School this winter.

ERRATUM

In the 1943 *Handbook* Sister M. Borromeo, S.M., was listed as Chairman of the Philadelphia Unit, instead of Brother E. Ignatius, F.S.C., La Salle College Library, who succeeded Sister Borromeo as Chairman. Correspondence should be addressed to Brother Ignatius.

GEOGRAPHIC SCHOOL BULLETINS

A timely aid in the special wartime problems of teaching is the unique educational service provided to schools by the National Geographic Society — the *Geographic School Bulletins*. This is a weekly illustrated periodical which describes the places, peoples, industries, commodities, and scientific developments toward which the news has directed popular interest. The Bulletins resumed publication for the fall term on October 4th. They will be sent to teachers upon request. The only charge is twenty-five cents to cover mailing costs.

A.L.A. OFFICERS

The American Library Association inaugurated officers for 1943-44 in Chicago on July 7th. Althea Warren, librarian of the Los Angeles Public Library became president; Carl Vitz, librarian of the Minneapolis Public Library became first vice-president and president-elect. Other officers are Margery Doud, St. Louis Public Library, second vice-president; Rudolph Gjelsness, Biblioteca Benjamin Franklin, Mexico City, treasurer.

ARE YOUR BOOKS WEAPONS?

(Continued from page 10)

prominent publishers, book reviews, talks by authors, skits from *Survival Till Seventeen* by Father Fenney, radio programs, newspaper articles, demonstrations and panels by students from Marycliff High School, Holy Name Academy and Holy Name College and a Saturday morning entertainment for a hall filled with children.

Many methods of "putting across" National Catholic Book Week have already been indicated—exhibits, fairs, booklists, posters, assembly programs, broadcasts, skits, reviews, talks, contests and games. The librarian's imagination is the only limit to the range of possibilities. Several other factors might be pointed out. Children's Book Week—in 1943, from November 14-20 — has available at Book Week Headquarters, 62 West 45th St., New Yorrk 19, a manual of suggestions, bookmarks, a poster and other material. This material can well supplement our own and it would be well to observe both weeks, thus calling attention to the Catholic and catholic nature of our libraries. Insofar as the Chief Scout Librarian,

Franklin K. Mathiews, originated Book Week back in 1919, and the Boy Scout organization has a well-developed reading program this possibility should be exploited. Many publishers will send book jackets and other attractive publicity for display. The Bruce Publishing Company, for instance, will send a folder containing twenty or more book jackets of their most recent and popular books, a poster featuring contemporary authors, one or more posters of a feature book and other worthwhile material. Besides Catholic publishers we should remember that some secular publishers have Catholic departments — as Macmillan and Longmans Green. A number of Catholic magazines feature Book Week issues— *Catholic School Journal, Catholic Library World, America, Commonweal*; plus professional library periodicals.

This is our third year—but we are a husky infant and intend to keep growing. The objectives of the original Committee of the Catholic Library Association might well be re-emphasized:

1. The establishment of local committees to take charge in their own area.
2. To arrange for the compilation and publication of a classed and annotated guide to Catholic reading aimed at the average man. (Note: the 1943 list has not yet been completed.)
3. The care of national publicity and incidental items.

A canvas of units, colleges and schools for material for the projected Catholic Book Week Handbook reveals a good deal of creative activity by certain groups but a lack of interest by the majority of our librarians. Let us remember this—we *cannot* do business as usual. Boost National Catholic Book Week!

Author's note: The material gathered and edited by Sister St. Magdalen, librarian of Immaculata Seminary, Washington, D. C., and by Mr. Phillips Temple, librarian of Georgetown University, Washington, D. C., and originally designed for the Catholic Book Week Handbook forms the basis for the examples quoted.

BIBLIOTHERAPY

(Concluded from page 20)

much, has been written merely to entercontains much of potential value to the individual, the child reads in general for interest rather than instruction and does not transform potential values into actual gain. Furthermore, it takes a bit of therapeutic questioning to draw out the principles and stimulate interest in finding them. When found, they become a part of the logical stock of the mind but do not necessarily have any influence on conduct. One must help the child to relate the principles to his personal problems.

Could one do the same thing just by ordinary instruction in right conduct? Probably not, or only with great difficulty. When one reads a story he identifies himself with the hero or the heroine. The hero's ideals and principles are likely to become for the time being the reader's ideals and principles. By virtue of the mechanism of identification they are easily accepted and as it were from within. Instruction imposes them from without and is much more likely to meet with resistence. Bibliotherapy has so far found little or no place in clinical methods of dealing with the problem child, but the data just presented give us a glimpse of a technique of therapeutic importance.

Catholic Library Association: Unit Reports, 1942-1943

WASHINGTON, MARYLAND AND VIRGINIA

The Washington-Maryland-Virginia Unit of the Catholic Library Association held its first meeting of the year 1942-1943 at Mount St. Agnes Junior College, Baltimore, Maryland, on April 18, 1942.

The Chairman of the Nominating Committee announced the new officers: Reverend James J. Kortendick, S.S., President; Mr. Phillips Temple, Vice-President; Miss Agnes Collins, Secretary.

Discussion was largely devoted to the Victory Book Drive, representatives of different institutions reporting on their success.

An interesting paper on co-operation of the Catholic schools with local public libraries was read by Sister M. Fides, S.S.N.D., Librarian, Notre Dame Normal School, Baltimore, Maryland.

Miss Adelaide Hasse, of the Catholic University Department of Library Science, and Editorial Analyst of the Securities and Exchange Commission, spoke on "U. S. Government Documents". Miss Hasse is compiling a bibliography on government documents in the present war. She recommended saving the monthly catalogue of the Government Printing Office and the weekly list of new titles which is available without cost. Valuable material frequently overlooked, is published in government documents, and not discovered until reprinted in books.

The second meeting of the Unit was held at the National Catholic Welfare Conference, October 24, 1942, with sixty-three guests present.

The Right Reverend Monsignor Michael J. Ready, General Secretary of the National Catholic Welfare Conference, explained the origin and development of the organization established by the bishops of this country.

Mr. William C. Smith, personal representative of Bishop Noll in the Washington office of the National Organization for Decent Literature, explained the purposes and aims of the N.O.D.L. He asked for co-operation of all librarians in strengthening its efforts.

A *Catholic Book Week Bulletin* was issued in November, 1942, made up of material from all sections of the country.

Because the *Catholic Book Week Bulletin* for 1942 was favorably received, the Unit will publish a *Catholic Book Week Handbook* for 1943. Librarians and teachers are urged to send suggestions, material, programs, pictures, to the Committee Chairman, Mr. Richard J. Hurley, Library, Catholic University of America, Washington, D. C. The Committee has made extensive plans and hopes to have the *Handbook* printed and available for National Catholic Book Week.

On May 1, 1943, the spring meeting was held at the Catholic University of America Library. Fifty-six members and guests were present.

The group was honored by an address on "Bibliotherapy" by the Reverend Thomas Verner Moore, O.S.B., Ph.D., M.D., Professor of Psychology and Director of the Child Center, Catholic University of America.[1]

Dr. Moore said that although the term "Bibliotherapy" is of recent origin, the use of reading for therapeutic purposes antedates the printing press. The speaker told of two or three children who had been helped by suggested reading, but made it clear that discussion must follow each reading and that the person who discusses the book with the child must have sound moral principles, great tact and psychiatric insight. Careful questioning helps the child to discover principles of conduct and to relate them to his own problems.

The New Constitution drafted by Brother Paul Ambrose, F.M.S., was read and discussed. It will be acted upon at the next meeting.

Respectfully submitted,

AGNES COLLINS,
Unit Secretary.

1. Dr. Moore's complete address is published in this issue.

MICHIGAN

On October 25, 1942, the Michigan Unit of the Catholic Library Association inaugurated its 1942-43 program by a stimulating meeting held at Immaculata High School, Detroit. After the minutes had been read, recording the proceedings of the Unit's initial meeting at Marygrove College, the previous spring, the guest speaker, Dr. William Warner Bishop, delivered an inspiring, illustrated lecture on the Vatican Library. A practical demonstration was then given by Sister Mary Canisius, Librarian of St. Mary Academy, Monroe, illustrating her inexpensive method of displaying and circulating pamphlets, followed by a talk given by Miss Mary Schutz on the work of the Van Antwerp Library. During the informal business meeting which completed the afternoon's program, new memberships were received and book lists distributed.

Because of the interest indicated in the work and objectives of the Michigan Unit by the attendance of over 300 at this fall meeting, the officers felt encouraged to make plans for further activities to be carried out during the remainder of the school year. Reverend Father Vincent Dieckman, O.F.M., Librarian of Duns Scotus College, was appointed chairman of a committee to study the constitutions adopted by various other units and to draft a tentative constitution for the Michigan Unit.

In addition to the literature distributed at the time of the fall meeting, the Unit has since been active in distributing Victory Book Lists to various schools, answering inquiries by mail and telephone concerning books and magainzes to be recommended or otherwise, and in voicing a protest against an objectionable article appearing in a high school magazine. A questionnaire has also been prepared and mailed to the schools in the Michigan area asking for suggestions on ways and means in which the Unit can be of greater service.

Partly because of war-time restrictions and accelerated programs in the different colleges, no general meeting has been called for the Spring of 1943, but instead a spring drive has been conducted by the Unit to obtain 100% membership in the National Association for the school year of 1943-44, the returns for which have not been completed at the time of this report.

The following is a copy of the questionnaire sent to the members of the Michigan Unit:

1. How frequently should meetings be held during the war period?

   ( ) In the fall
   ( ) Once a year: ( ) In the spring
   ( ) Another time
   ( ) In the fall
   ( ) Twice a year: ( ) In the spring
   ( ) Another time

2. Is it desirable to have a guest speaker at each meeting?
3. If so, what subjects would you like covered in the address?
4. Do you approve of having a double program for each meeting, i.e., a general meeting for all during the first hour, followed by sectional meetings during the second hour?
5. Which of the following sections should be formed or retained as divisions of the Michigan Unit:

   College ( ) Yes ( ) No
   High School ( ) Yes ( ) No
   Elementary ( ) Yes ( ) No
   Parochial, ( ) Yes ( ) No
   Sodality, etc.

6. What topics would you like to suggest for discussion at the sectional meeting in which you may be interested?
7. Would it be advantageous for these sections to meet independently from time to time between the annual or semi-annual meetings?
8. Because of the facilities afforded at Marygrove, would you like the meetings to be held at Marygrove

   Each time ( ) Yes ( ) No
   Alternately ( ) Yes ( ) No
   At a different institution each time ( ) Yes ( ) No

9. Please suggest ways in which the Unit can be of service to you.

Because of the outstanding activity of one of the members of the Michigan Unit, Miss Mary Schutz, Librarian of the Van Antwerp Library and chairman of the library committee of the Detroit Council of Catholic Women, it has been thought desirable to publish a report of the work accomplished by her committee during the past year, in a future issue of *The Catholic Library World*.

Respectfully submitted,
SISTER MARIE VIRGINIA,
Chairman

(To be continued)

Best Sellers[1]

A Moral Evaluation of Current Fiction and Non-Fiction

This list evaluating current best sellers has been prepared by the Editors of Best Sellers, *a bi-weekly review published at the University of Scranton. Full information on any book mentioned below may be obtained by purchasing the issue in which the original review appeared. The price per issue is ten cents. Send orders and remittance to:* Best Sellers, University of Scranton, Scranton, Pa.

Explanation of abbreviations:
NF—Non-fiction
BM—Book of the Month selection
CB—Catholic Book Club selection
CC—Crime Club selection
LG—Literary Guild selection

I. Recommended for Family Reading

Adams. The American (NF)
Albrand. Without orders
Colver. Mr. Lincoln's wife (LG; June, 1943)
Curie. Journey among warriors. (NF)
DeVoto. Year of decision, 1846 (NF; BM—Apr. 1943)
Douglas. The robe
Drake. Vertical warfare (NF)
Forester. The ship
Fuller. The shining trail
Holt. George Washington Carver
King. Variety of weapons (CC—July, 1943)
Loring. When hearts are light again
Marsh. Colour scheme
Phelan. With a merry heart (CB—June, 1943)
Priestley. Daylight on Saturday
Richter. The free man
Ryan. Spin in, dumbwhacks
Saroyan. The human comedy (BM—Mar. 1943)
Shiber. Paris-Underground (NF; BM—Oct. 1943)
Tarkington. Kate Fennigate
Train. Yankee lawyer
Voyetekhov. Last days of Sevastopol (NF)
Wilder. Since you went away (NF)
Wolfert. Torpedo 8
Wriston. Challenge to freedom (NF)

II. Recommended for Adults Only Because of: Content and Style Too Advanced for Adolescents:

Cassidy. Moscow dateline, 1941-1943 (NF)
Churchill. The end of the beginning (NF)
De Kruif. Kaiser wakes the doctors (NF)
Fosdick. On being a real person (NF)
Gibbs. The interpreter
Keyes. Crescent carnival
Laski. Reflections on the revolution of our time (NF)
Lawson. Thirty seconds over Tokyo (NF; BM—Aug. 1943)
Lesueur. Twelve months that changed the world (NF)
Lin Yutang. Between tears and laughter (NF)
Lippmann. U. S. foreign policy (NF; BM—July, 1943)
Miller. Origins of the American revolution (NF; BM — Aug. 1943)
Myers. History of bigotry in the United States (NF)

1. Abridged Service, No. 15.

Ottley. New world a-coming (NF)
Prefaces to peace (NF)
Seagrave. Burma surgeon (NF)
Taylor. Men in motion
Wallace. Century of the Common Man (NF)
Ward. Gilbert Keith Chesterton (NF; CB—Oct.)

Immoral Incidents Which Do Not Invalidate the Book as a Whole:

Allen. Forest and the fort
Benét. Western star (NF; BM—July, 1943)
Coles. Without lawful authority
Crabb. Supper at the Maxwell House
Damon. A sense of humus (NF)
Glick. Three times I bow (NF)
Haugland. Letter from New Guinea (NF)
Herbert. Capricornia
Heyer. Penhallow
Idell. Centennial summer (LG—Aug. 1943)
Ingersoll. The battle is the pay-off (NF)
McMeekin. Red Raskall
McMillan. Mediterranean assignment (NF)
Marquand. So little time (BM; Aug. 1943)
Ostenso. O river, remember (LG—Oct. 1943)
Perdue. He fell down dead (CC—Oct. 1943)
Roberts. Private report
St. George. % Postmaster (BM—Oct. 1943)
Scott. God is my co-pilot (NF)
Shalett. Old Nameless
Walpole. Katherine Christian
White. Queens die proudly

III. Unsuitable for General Reading But Permissible for Discriminating Adults

Beals. Dawn over the Amazon (LG—July, 1943)
Brenner. The wind that swept Mexico (NF)
Bromfield. Mrs. Parkington
Caldwell. The Turnbulls
Carlson. Under cover
Coryn. Goodbye, my son
Dinesen. Winter's tales
Dos Passos. Number One
Du Maurier. Hungry Hill
Hindus. Mother Russia (NF)
Hobson. The trespassers
Llewellyn. None but the lonely heart
Mason. Rivers of glory
Pierson. Roughly speaking (NF)
Rand. The fountainhead
River. Malta story (NF)
Sheean. Between the thunder and the sun (NF)
Sinclair. In time of harvest
Smith. A tree grows in Brooklyn (LG—Sept. 1943)
Wallis. Too many bones

IV. Not Recommended to Any Class of Reader

Asch. The apostle
Baker. Trio.
Caldwell. All night long
Caldwell. Arm and the darkness
Cloete. Congo song (LG—Mar. 1943)
Davenport. Valley of decision
Hackett. The senator's last night
Hale. Prodigal women
Kenyon. The golden feather
Lodwick. Running to Paradise
McHugh. I am thinking of my darling
Marshall. Great Smith
Myers. Out on any limb
Ormsbee. Sound of an American
Pilgrim. The grand design
Seager. Equinox
Selby. Starbuck
Sinclair. Wide is the gate
Smith. Caravan
Smith. Life in a putty knife factory (NF)
Taylor. Chicken every Sunday (LG—May, 1943)
Warren. At heaven's gate
Whitaker. We cannot escape history (NF)
Willkie. One world (NF)

New Books

BOOK CLUB SELECTIONS

Catholic Book Club—June

PHELAN, PAUL J. *With a merry heart. A treasury of humor by Catholic writers.* Compiled and edited with an introduction and biographical comment by Paul J. Phelan. Longmans, 1943. 353p. $3.25. 43-51154

"*With a merry heart* should prove a grand book—and a grand gift, one might suggest—for people whose reading time comes in small parcels, waiting for the potatoes to boil (if they be so fortunate) or for the dentist to beckon (if they be so un). It should be a welcome bedside book for retirers whose days are crowded and who live for such an intellectual night-cap, or even for the risers who would get off to a fresh start by getting out on the right side of the bed. It strikes the reviewer, too, as a particularly jolly book for the poor hospital patient who never gets more than brief snatches between the everlasting interruptions of the thermometer and what-not. In fact for anyone with five minutes, here are five chuckles—and you can lay the book down without misgivings because, well, that's the end of that."

E. J. Baxter, S.J.,
Best Sellers 3:34

Catholic Book Club—August

WHITE, JOHN W. *Our good neighbor hurdle.* Bruce, 1943. xiii, 209p. $2.50. 43-11006

Here is a refreshing, informative and revealing account of an ignored, or perhaps purposely hushed, aspect of the good neighbor policy. The proselytizing activities of the Protestant missionary organizations have been and are a constant source of invitation to the Latin Americans south of the Rio Grande. The meddling of the North American missionaries in the politics and revolutionary movements of our southern neighbor is not conducive to understanding or to a higher appreciation of the people of this country by Latin Americans. Here is food for thought. Everyone who is genuinely interested in the basic facts underlying the success of our good neighbor policy will find the book of inestimable value. A real eye-opener.

C. E. Castañeda, Ph.D.

Education

STECK, FRANCIS BORGIA, O.F.M. *Education in Spanish North America during the sixteenth century.* National Catholic Welfare Conference, Dept. of Education, 1943. 40p.

A documented survey of sixteenth century Catholic educational activities in Mexico and Florida. Reprinted from the *Catholic Educational Review,* Jan.-Feb. 1943.

E. P. W.

Fiction

WISE, EVELYN VOSS. *Mary darlin'.* Appleton-Century, 1943. 257p. $2.00.

In this simple, moving story, we meet a beautiful character and see how her Faith enriched her life. *Mary darlin'* gives us glimpses of nursing in its primitive stages and an appreciation of the rapid advances of modern medicine. Mrs. Wise develops her story well; the character of Father Pierre is outstanding. Recommended for the general reader.

Marjorie Brazill

PAULI, HERTA. *Silent night, the story of a song.* Illustrated by Fritz Kredel. Knopf, 1943. 81p. $2.00.

In words simple, beautiful and impressive, like the sacred hymn itself, Miss Pauli relates an interesting and absorbing story of an organ breakdown which led to the composing of a world-famous hymn, and how the prank of a little choir boy rescued the names of the composers from oblivion. The author's intimate acquaintance with the people and places about which she writes enables her to draw vivid word pictures of Alpine Austria and its then free and happy people.

Although the publishers call *Silent night* a young people's story, older readers will find its fascinating style and sublime message irresistible. Young people will need no urging to read it; place it within reach and the attractive jacket and colorful illustrations done by Fritz Kredel will fascinate them.

Brother E. Ignatius, F.S.C.

Juvenile

FERNALD, HELEN CLARK. *Jonathan's doorstep.* Longmans, 1943. 280p. $2.25.

Though *Jonathan's doorstep* is a story portraying present day responsibilities, it is significantly linked to American tradition. New England is the setting; ordinary young people of college age are the characters. And young readers in the 'teens will enjoy and appreciate the problems narrated by the author in an

interesting style suitably adapted to the theme and spirit of the book.

Josephine Savaro

NEWCOMB, COVELLE. *Silver saddles.* Illustrated by Addison Burbank. Longmans, 1943. 262p. $2.25. 43-51266

An exciting account of how twelve year old Flint Ryder and his race horse, Cimarron, outwit bandits and outlaws during a seven-day journey across dangerous Mexican country. The high-spirited way in which he copes with these mysterious adventures will hold young readers spellbound. The book is packed with suspense, action and local color. Black and white drawings by Addison Burbank add to its attractiveness. Miss Newcomb is the winner of the 1941 Downey Award.

Concetta Rao

Literature

EDEN, HELEN PARRY. *Poems and verses.* Bruce, 1943. viii, 80p. $1.85. 43-12053

A collection of half-devotional, half-playful poems and verses which combine whimsicality, scorn and tenderness, this book reveals Mrs. Eden at her best. Intimate glimpses of simple English life, the very delightful visits of her little Betsey, such shouts of defiance as "Guns of London", and a number of devotional poems make an interesting, readable collection.

V. P. Lee, S.J.

MARBURG, THEODORE. *The story of a soul.* Third Edition. Philadelphia, Dorrance, 1938. 87p.

This poetic drama by Mr. Marburg, a former Minister to Belgium, is the story of Marie Adelaide, Grand Duchess of Luxemburg. It is the story of a courageously beautiful soul progressing through girlhood, through her competent, devoted reign as Grand Duchess, to her abdication and complete dedication of herself to God in the religious life. The strength and tenderness of the death scene make an impressive ending to a play that is interesting all the way through.

V. P. Lee, S.J.

PRATT, E. J. *Brebeuf and his brethren.* Detroit, Michigan, The Basilian Press, 1942. 66p. $1.25.

Mr. Pratt, an outstanding Canadian poet, dramatizes the heroic story of John de Brebeuf and his fearless companions. Against a background of Indian treachery, and fierce savagery the burning zeal of these heroic Jesuit priests and of their equally heroic Indian neophytes is recounted as they push forward amid hardship, torture, and death with the salvation of immortal souls as their quest. This poem was the winner of the Governor-General's Annual Literary Award for Poetry in 1940.

V. P. Lee, S.J.

Philosophy

MARITAIN, JACQUES. *The rights of man and natural law.* Translated by Doris Anson. Scribner, 1943. 119p. $1.50. 43-10817

The rights of man and natural law are considered in the three-fold sphere of individual, social and political activity. The presentation of the fundamentals of the natural law and its derived rights is concise and excellently done. The sections dealing with political activity and with the concept of the ideal state are obscure. One might question Maritain's definition of the ideal Christian State.

Charles Denecke, S.J.

RUNES, DAGOBERT D., Ed. *Twentieth century philosophy. Living schools of thought.* New York, Philosophical Library, Inc., 1943. 571p. $5.00.

In this symposium, to which twenty-two philosophers have contributed essays, the aim in view is to furnish a broad survey of living philosophical schools and trends. The first part of the work is devoted to a statement of the present stage of philosophical discussion, as it is conceived by the individual writers, in the general fields of ethics, aesthetics, axiology, law, history, science, life, metaphysics and theology. Surprisingly often, the conclusions, drawn by these modern thinkers, are found to be in accord with the positions favored by scholastic philosophy. The second part of the book contains thirteen essays each of which presents some important school or movement in modern philosophical thought. Kantianism, Hegelianism, Personalism, Phenomenology, Logical Empiricism, American Realism and Pragmatism, Dialectical Materialism and Philosophic Naturalism come in for treatment. Thomism is represented by Jacques Maritain in an essay on the humanism of St. Thomas, and the final chapter is alloted to the philosophies of China. The technical student will find here a broad and lucid chart to the main currents flowing through modern thought.

E. G. Jacklin, S.J.

Political Science

BOLANDER, LOUIS H., W. G. Fletcher and R. H. Gabriel. *School of the citizen sailor.* Appleton-Century, 1943. xiv, 615p. $3.00. 43-12175

Intended as preliminary background for the prospective United States sailor, and also as a book of general information for the citizen who wishes to know the essentials of our Navy's organization, this volume admirably fulfills its purpose.

It includes two parts: first, a general educational course covering material on world geography and trade, American history, and the events leading up to World War II; and

second, material covering the armed forces of the United States together with chapters on propaganda and psychological warfare. There is also a description of the enemy navies, and a discussion of their propaganda and how to combat it successfully.

The Catholic would desire some qualification to the statement that "Democratic government . . . is established by free agreement or compact . . ." (p. 165). More stress might have been laid on the truth that political power comes from God to the people.

An excellent choice for high school libraries.

Joseph T. Durkin, S.J.

Religion

BIBLE. *The New Testament.* Translated from the Latin Vulgate, a revision of the Challoner-Rheims Version. Edited by Catholic scholars under the patronage of the Episcopal Committee of the Confraternity of Christian Doctrine. St. Anthony Guild Press, 1943. vii, 662p. $1.00. 41-9165

A new printing of the revised translation of the New Testament. It is a large-size pocket edition, following the same pagination as the 1941 edition, and identical except for the size of the book and of the print.

CATHERINE OF SIENA, ST. *The Dialogue of the seraphic virgin, Catherine of Siena.* Translated from the original Italian, and preceded by an Introduction by Algar Thorold. A new and abridged edition. Newman Book Shop, 1943. 344p. $2.75.

A work which has little to gain and nothing to lose at the reviewer's hands. A survival of five hundred and seventy-three years in the critical field of mystical literature is proof positive of its lasting value. Dictated by St. Catherine while in a state of ecstasy, it is her greatest literary bequest. Its penetrating insight; subtle analyses; spiritual fire and striking beauty have placed it far beyond either the need of commendation or the fear of criticism. Besides the four treatises on Divine Providence, Discretion, Prayer and Obedience, which comprise the Dialogue proper, the present volume contains a brief account of the Saint's life and death. A time-tested work for the time-weary reader.

Rev. Thomas J. Cawley

CONFRATERNITY OF CHRISTIAN DOCTRINE. *The New Testament series: New Testament readings for use with the Life of Christ,* Part II, of the New Testament series (Syllabus II). St. Anthony's Guild, 1943. 85p. $0.20.

A harmonized series of readings from the evangelists covering the last weeks in Our Lord's life to ascension Thursday.

E. P. W.

HAGSPIEL, REV. BRUNO, S.V.D. *Evil Tongues.* Our Sunday Visitor, 1943. 73p.

Shows the evil results of gossip, slander and other sins of speech.

E. P. W.

HINTGEN, REV. VICTOR J. *Listen—it's God's word.* Our Sunday Visitor, 1943. 144p.

A general introduction to the Bible with special attention on the New Testament; designed for study clubs.

E. P. W.

JARRETT, BEDE, O.P. *The abiding presence of the Holy Ghost in the soul.* Westminster, Maryland, Newman Bookshop, 1943. 118p. $1.25.

The Westminster Bookshop is doing an excellent service in offering reprints of the spiritual classics that would be otherwise unavailable. This is one of them. The professional theologian as well as the spiritual-minded Catholic will find satisfaction in this small volume. The statement of doctrine is brief but complete. The principal aim and emphasis of the book is to stir up devotion to the Holy Ghost. An excellent aid to devotion, it is recommended for frequent reading and meditation.

Charles J. Denecke, S.J.

KANE, JOHN A. *School of repentance.* St. Anthony Guild, 1943. xxvi, 126p. $1.25. 43-6708

Combining theological exactness with unusual penetration, Father Kane has produced an excellent work. Too often books on repentance lead either to presumption or despair. The author apparently knows the Mind of God and the heart of man too well to suffer either extreme. For he advises us to have hope in spite of fear; to have determination in spite of discouragement and to make changes in spite of weakness. With a style simple and direct he so blends good theology and approprite Scripture that the experience of reading is most pleasant and the effect somewhat startling. Only those who have never sinned can afford to miss this book.

Rev. Thomas J. Cawley

LEBUFFE, FRANCIS P., S.J. *What is the Bible?* America, 1943. 36p. $0.10.

Excellent analysis of the origin, content, and meaning of the Bible and its position in Catholic doctrine. With bibliography, footnotes and discussion questions. This is a revised edition of the 1937 title.

E. P. W.

NEWMAN, JOHN HENRY. *A Newman treasury.* Selections from the prose works of John Henry Cardinal Newman, chosen

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and edited by Charles Frederick Harrold. Longmans, 1943. 404p. $4.00.

A brief, biographical and critical introduction precedes the selections which are taken from all parts of Newman's works. Suitable as a college textbook. Contents: Essays and Discourses. Sermons. Selected Passages on Miscellaneous Subjects. Aphoristic Selections. Meditations and Devotions. Apologia Pro Vita Sua. Chronology. Bibliography.

E. P. W.

O'BRIEN, ISIDORE, O.F.M. Blessed are the *pure of heart*. St. Anthony's Guild, 1943. 24p. $0.05.

Inspirational talk on chastity.

E. P. W.

SCHLARMAN, JOSEPH H. Bp. *Public prayer front devotion for the duration of the war*. Herder, 1942. 44p. $0.10.

The first half contains prayers for peace arranged for congregational use; the second part is the 1941 Christmas Eve allocution of Pope Pius XII.

E. P. W.

SMITH, REV. GREGORY. *The divine love story: Part III, The Sacraments*. Arranged for use of religious discussion clubs by Charles J. McNeill. Catholic Action Bookshop, 1943.

An exposition of the means of grace; the Mass, sacraments, sacramentals, and prayer, based on the revised edition of the No. 2 Baltimore catechism. Each unit carries questions and answers and a summary list of suggested practices. There is a general index and reference list.

E. P. W.

Science

MURRAY, RAYMOND W. *Man's unknown ancestors. The story of prehistoric man*. Bruce, 1943. xiv, 384p. $3.50. 43-11405

Man's unknown ancestors is a worthwhile, non-technical presentation, scaled to the intelligent adult reader, of the matter of paleontology, anthropology and archeology. The book includes a brief resume of the facts and conclusions of geology, an excellent discussion of the known human fossils and their significance, a thorough consideration of prehistoric cultures and lastly a straightforward explanation of the relations between the prehistoric sciences and religion from Catholic and Protestant viewpoints. In this section the author presents a sensible Catholic attitude toward the hotly discussed problems of evolution and man's origin, an attitude that is thoroughly in accord with responsible and modern scientific thought yet does not contravene either the Bible or the teachings of the Church. Due to the nature of the book there is no detailed discussion of these topics, the author confining himself to generalities without however reaching hasty conclusions or attempting to oversimplify problems. As a whole the book is an accurate, authoritative, and valuable popularization of a field of knowledge extremely important to any well educated man.

Leonard N. Wolf, Ph.D.

Sociology

GIORDANI, IGINO. *The social message of Jesus*. Translated by Alba I. Zizzamia. St. Anthony Guild Press, 1943. xi, 406p. $4.00. 43-11323

A comprehensive study of the social teaching of the Gospels. It takes up not only the Gospels to give a synthesis centered around the social problems that confronted Christ and confront us, but to this adds a very valuable comparison with the teaching of the Old Testament and with the teaching of various pagan cultures. A very good reference work.

Charles Denecke, S.J.

Principles for peace. Selections from papal documents. Edited for the Bishops' Committee on the Pope's Peace Points by the Reverend Harry C. Koenig, S.T.D. Preface by the Most Reverend Samuel A. Stritch, D.D. Washington, D. C., National Catholic Welfare Conference, 1943. Bruce. xxv, 894p.

Beginning with the encyclical of Leo XIII, *Inscrutabili Dei*, on the evils of society, this collection of official documents outlining the papal programme to secure a just and lasting peace among men and nations, closes with the *Christmas Broadcast to the Whole World*, spoken by Pius XII on December 24, 1942. It is not a complete anthology of papal pronouncements concerning international peace and allied questions; nor are all the documents cited in full: nevertheless it contains a thoroughly adequate and comprehensive statement of the programme worked out with brilliant consistency by the five great modern popes, Leo XIII, Pius X, Benedict XV, Pius XI and Pius XII, for avoiding the horrors of war and establishing an enduring peace. The evils and errors that have led to two world wars within twenty-five years are pointed out with unerring and often prophetic foresight. The indispensable and exacting conditions for founding and implementing a just peace are clearly defined. Peace is impossible so long as states refuse to recognize in the sphere of practical politics the sovereignty of the moral law and the rights of the human person. Ably edited and well indexed, the book is indispensable for all men of good will who desire to see our war aims clarified and a just and permanent peace issue from the ravages of war.

E. G. Jacklin, S.J.